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ABSTRACT

The purpose of this study was to determine the effectiveness of individual adult-child conferences in increasing the independent reading of elementary school children. Following an 8-week baseline period, second, fourth, and sixth graders of both high and low reading achievement were randomly assigned to no-conference, teacher-conference, or aide-conference groups. During the 8-week conference period, children met individually with an adult once a week for 5 to 10 minutes. The adults implemented such motivational principles as positive reinforcement, feedback, modeling, and goal-setting. While all three groups increased in number of books read from the baseline to the experimental periods, subjects receiving conferences increased significantly more. The superiority of the conference condition was true for all grades and achievement levels. There was little difference between teacher- and aide-conducted conferences. The conferences did not produce a differential gain in reading achievement, probably due to the relative brevity of the experimental period. References are included. (Author/NH)

ED 040031

MOTIVATIONAL PROCEDURES IN SCHOOL SETTINGS:

THE EFFECT OF INDIVIDUAL ADULT-CHILD CONFERENCES IN READING

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Abstract

The purpose of the study was to determine the effectiveness of individual adult-child conferences in increasing the independent reading of elementary school children. Following an 8-week baseline period, children in Grades 2, 4, and 6 of both high and low reading achievement were randomly assigned to no-conference, teacher-conference, or aide-conference groups. During the 8-week conference period, children met individually with an adult once a week for 5-10 minutes. The adults implemented such motivational principles as positive reinforcement, feedback, modeling, and goal-setting.

While all three groups increased in number of books read from the baseline to the experimental periods, Ss receiving conferences increased significantly more. The superiority of the conference condition was true for all grades and achievement levels. There was little difference between teacher- and aide-conducted conferences. The conferences did not produce a differential gain in reading achievement, probably due to the relative brevity of the experimental period.

MOTIVATIONAL PROCEDURES IN SCHOOL SETTINGS:
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The present study is one part of a programmatic research effort which has as its aim the development and validation of motivational procedures which can be implemented by teachers or noninstructional staff in one-to-one, small group or large group settings. The criteria for developing such procedures are: 1) The procedures can be clearly defined in terms of the objectives to be obtained within a given curriculum area, 2) the principles of motivation implemented in such procedures can be defined in terms of specific behaviors on the part of teachers, and most importantly 3) the motivational principles implemented by teachers can be geared to the characteristics of the individual child.

The need for this programmatic research and development becomes apparent upon examination of the current literature on motivation. A detailed search of the literature including that in the Encyclopedia of Educational Research (Weiner, 1969) and the Review of Educational Research (Shaw, 1967) indicated that there is much theorizing about motivation, however, very little constructive development and testing of motivational procedures in school settings has been undertaken or else it has not been reported.

The initial impetus and direction for the current program of research and development in motivation was provided by Klausmeier and Goodwin's (1966) treatment of motivation in school settings. These authors derived statements

of motivational principles from laboratory research and psychological theory and formulated parallel instructional guides for implementing the principles in school settings. This hueristic was later expanded into a System of Individually Guided Motivation (Klausmeier, Schwenn & Lamal, 1970) which includes among its components a statement of student behaviors indicative of motivation, instruments and procedures for assessing these behaviors, and a statement of principles of motivation having a firm grounding in theory and research. A final component of the system is a description of teacher activities through which the principles can be implemented. The effectiveness of these motivational procedures under various conditions are tested in school settings.

The present experiment concerned one motivational procedure developed as part of the system of individually guided motivation--the use of individual adult-child conferences to increase children's motivation for engaging in independent reading activity. Within the context of one-to-one conferences, adults implemented such motivational principles as positive reinforcement, feedback, goal setting and modeling. The effectiveness of the conferences in increasing the independent reading behavior of children of various ages and reading-achievement levels was investigated.

Method

Subjects

Subjects for this project were students regularly enrolled in the second, fourth, and sixth grades at an inter-city, racially-mixed elementary school in Madison, Wisconsin.[2] Complete sets of reading and achievement data were secured for the 68 second-grade students, 58 fourth-grade students, and 49 sixth-grade students enrolled in the school.

Design and Procedure

Baseline data. The number of books read by each student in Grades 2, 4, and 6 during an eight-week period in October and November, 1968 was recorded. Each student kept a record of the title of the books he read and the date on which he completed them. Teachers helped some of the second graders record their books while fourth and sixth graders kept their own records. Teachers reminded all children to record the books they had read during each week period. Books read during the baseline period were classified as "above," "at," or "below" grade level using standard reference catalogues. A value of 3 was assigned to above-level books, 2 to at-level, and 1 to below-level books.

Students were selected to receive conferences based on the amount and level of reading done during the baseline period. Students were placed in rank order according to the total value of books read during the baseline period. The total reading-value score was simply the sum of the values assigned to the books a child read. Those students with value scores in the upper third of the ranking were excluded from the project sample. This decision was based on the premise that the upper third of the children were already doing a great deal of reading so motivational procedures to increase their reading would not benefit them as it would the lower group.

Reading achievement scores were obtained for each student. Scores were available for fourth and sixth graders from the Iowa Test of Basic Skills Form 3 which had been given in September, 1968. Vocabulary and comprehension scores from the Gates-MacGinitie Reading Tests given in September, 1968 were available for second graders. Within each grade level, students were rank ordered on achievement scores. Students above the fiftieth percentile were designated as "high" in achievement, and those below this point were designated

as "low" in achievement. Thus, each student in the sample was designated as "low" in amount of reading and additionally as "high" or "low" in achievement. This additional information on achievement was necessary since the goals of the adult-child conference as well as the actual conference procedure differed for students low on both criteria as compared to those low in independent reading but high in reading achievement. Achievement scores for students in the upper third in the reading-value score ranking were also identified and as might be expected most of these students were also high in reading achievement.

Assignment of students to treatment groups. Within grades and achievement levels, Ss were randomly assigned to three treatment groups. The treatment groups were the control group which received no conferences, the teacher-conference group in which students had conferences with their homeroom teacher, and the aide-conference group in which an instructional aide conducted all conferences. Table 1 shows the number of subjects in each cell of the design at each grade level along with the numbers of students with high reading-value scores who were excluded from the sample. Eight

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Insert Table 1 about here

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teachers conducted conferences, three in the second grade, three in the fourth, and two in the sixth. The same aide conducted the conferences in all three grades. All children including those with high reading-value scores who were excluded from the sample kept a list of the books they read and the date on which they completed them during the experimental period.

Conference record keeping. Record sheets on which students recorded the title of the books they read and the date they completed them were given

to all students in Grades 2, 4, and 6 during the first week of the experimental period. Each week teachers reminded those children not receiving conferences to record their books on the record sheets. The adults conducting the conferences kept a Conference Comment Card for each child. These cards indicated that a conference had been held and also provided a systematic record for each child from conference to conference. In addition, special problems a child might have were recorded here.

Location and scheduling. Conferences were held regularly, once per week, over an eight-week period during March and April, 1969. If a student was absent for a conference, a make-up conference was held so that each student in the conference treatment groups had eight conferences with an adult. The average length of the conferences was 8-12 minutes. The locations of the conferences varied. Some were held in the hallway, some in a small workroom. Others were held in a corner of the classroom or at the teacher's desk. The time of the conferences also varied. Some were held during independent study time, others during noon or before and after school.

Conference procedure. The specific objective to be attained through the conferences was an increase in the children's amount of independent reading. Independent reading was defined as nonassigned, nontextbook reading. To attain this objective certain motivational principles were implemented by the adults conducting the conferences. The adults provided models of desired reading behaviors for the child to observe and imitate, reinforced desired reading behaviors and attitudes of the child, informed the child of his progress in reading, and helped the child select goals in terms of books of an appropriate difficulty level related to the child's current interests. Not all of these were implemented in any one conference, but across the eight

conferences each child was exposed to all of the principles. For the purposes of the conferences the motivational procedures were defined as follows:

Modeling: included such procedures as stating to the child that he (the adult) reads frequently and likes to read, starting to read a book as the child leaves the conference, and being engaged in reading when the child comes in for the conference. Modeling also included such procedures as informing the child of the reading behavior of a possible model, and indicating the value of independent reading to other persons who might have as models for the child.

Reinforcement: took the form of smiling, nodding affirmatively, stating "good," "fine," etc., when the student showed that he had independently read a book or pages in a book. The adult also reinforced positive attitude statements about reading either made spontaneously by the child or in response to questions.

Feedback: included informing the child of progress by telling him how many books or pages in a book he had accumulated. Feedback was also given on any improvement in word recognition or comprehension skills.

Goal setting: took the form of helping the child select the next book of an appropriate difficulty level. The reading of the book or books then became the child's goal for the next conference.

During the child's first conference, the adult explained the purposes of the conferences and informed the child about keeping his record sheet. The adult also pointed out to the child the books which were available in his homeroom and school library and instructed him in how to check out the books he wanted. The remainder of the first conference was spent in helping the child select his first book(s). In subsequent conferences, the child was encouraged to report on the books he had read independently between conferences.

For those students who were low in reading-value score but high in reading achievement, the adult emphasized the use of modeling and reinforcement to encourage independent reading. With students low in reading achievement much more emphasis was placed on improvement of reading skills by having the children read orally in the conference and by informal drilling on word recognition and comprehension skills. Feedback and positive reinforcement along with goal setting played a major role in conferences with this type of child.

In two 2-hour meetings prior to the experimental period the teachers and aide were instructed in how to conduct the conferences. The training sessions consisted, in part, of discussions of how to implement the motivational principles employed in the conferences with the two classifications of children. Other training time was spent in viewing a video tape which illustrated the principles in an actual conference setting and in listening to tape recordings of actual adult-child conferences.

After the conferences had run for two weeks, a meeting of all teachers and the aide involved in the conferences was held to discuss the progress and acceptance of the project and to discuss any problems that might have occurred in implementing the principles. The response of the aide and teachers at this meeting indicated that the project had been extremely well accepted by the children and the adults, too, were very enthusiastic about the project.

At the end of the project period, all record sheets and other materials were collected. Within two weeks after the close of the project period, after all children in the treatment groups had completed eight conferences, the fall standardized reading achievement tests were administered again.

Materials

Materials for this project included a readily available supply of books in each homeroom, a form on which students could record titles of books read, and a Conference Comment Card kept by adults.

Paperback books that included a wide variety of subject matter and areas of interest and a wide range of difficulty were placed in each second-, fourth-, and sixth-grade homeroom. The paperback books were selected by the school librarian and the Madison reading consultant to insure this diversity. About 60-70 books were placed in each homeroom of approximately 25 students. The students had access to them during independent study time as well as before and after school sessions. An easy check-out system in which the student simply wrote his name on an index card contained in the books and dropped the card in a box near the display of books was instituted. In some homerooms, books were displayed on a bookshelf and in others they were kept in portable book holders made out of large corrugated paper boxes. It should be noted that all children in Grades 2, 4, and 6, regardless of experimental group, had equal access to the books.

Mimeographed record forms that contained spaces for the student's name, homeroom, titles of books and date of completion of books were given to all children in the three grades.

Conference Comment Cards kept by the teacher or aide who conducted the conference had a space for comments on the child's problems and progress in each of the eight conferences.

Data Gathered

The data gathered included 1) the number and title of the books read by each student in Grades 2, 4, and 6 during the eight-week baseline period

before the conferences started. These books were also assigned values for above-, at-, and below-grade reading level. 2) Pretest and posttest achievement scores in reading for each student in Grades 2, 4, and 6. These achievement scores were from the reading section of the Iowa Test of Basic Skills, Form 3, for Grades 4 and 6, and from the vocabulary and comprehension sections of the Gates-MacGinitie Reading Tests for Grade 2. 3) Number and title of books read during the eight-week experimental period for all students in Grades 2, 4, and 6. As with the baseline data, these books were assigned values for difficulty level.

In addition to the numerical data, the Conference Comment Cards which contained comments from the adults, either teacher or aide, conducting the conferences were a source of descriptive data.

Results

The three dependent variables of interest in the present experiment were the number of books read per student during the baseline and experimental periods, the reading-value scores and achievement test scores. The results for each measure are presented in order.

Number of books. In Table 2 are presented the mean numbers of books read during the baseline and experimental periods for each grade as a function of conference condition. The average gain in number is also given.

Insert Table 2 about here

For each condition at each grade level there was a substantial gain in the number of books read from the baseline to experimental periods. The mean gains were greater for the teacher and aide-conference conditions than for

the no-conference condition at each grade, and the gain in reading appeared to decrease in the higher grades.

A fixed-effects analysis of variance was performed on the gain scores. Orthogonal contrasts among the conference conditions showed the average of the teacher and aide conditions to differ significantly from the no-conference condition ($F = 5.58$; $df = 1,107$ $p < .05$). The teacher- and aide-conference conditions did not differ from one another, however. Grade 2 showed significantly more gain than did Grades 4 and 6 ($F = 10.73$; $df = 1,107$ $p < .01$) and Grade 4 gained more than Grade 6 ($F = 3.79$; $df = 1,107$ $p < .05$). Grade level and conference condition did not interact. Thus, children in all grades who received conferences increased their independent reading more than children who did not receive conferences and it made little difference whether the conference was conducted by a teacher or an aide.

Within each grade the children had been divided prior to the experiment into high and low achievers on the basis of their reading test scores. Since the reading tests used for this division in Grades 4 and 6 differed from that used in Grade 2, separate analyses were carried out to determine the effect of this achievement factor. The major results for the achievement-level factor, which held true for all dependent variables, can be disposed of here. There was no differential gain in number of books, reading-value scores, or achievement scores across achievement levels as a function of conditions. To say this another way, any conclusions about the effectiveness of the conferences need not be qualified by the achievement level of the child receiving the conference. For both achievement levels, conferences led to greater gains in books read than no conferences.

Of course, within each grade there were some differences between the high and low achievers. In the fourth and sixth grades, the high achievers gained significantly more than low achievers in number of books and reading-value score. In the second grade, the low achievers gained significantly more in reading comprehension than did high achievers. Again, however, the differences between high and low achievers did not depend on the conference conditions.

Reading-value scores. Table 3 contains the mean reading-value scores for the baseline and experimental periods as a function of conditions for each grade. It will be remembered that the reading-value score denotes

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Insert Table 3 about here

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the average difficulty level of the books each child read. A score of 1 was assigned to a book below grade level, 2 was given to books at grade level, and 3 meant the book was above grade level.

In Grades 2 and 6, there were slight gains in reading-value for all conditions. In Grade 4, the reading-value scores decreased from the baseline to the experimental periods. Although there was a tendency for students receiving conferences to show greater gains in reading-value (or at least less loss in value in the fourth grade), there were no significant differences in gains between conditions.

The difference between the second grade and the average gain of the fourth and sixth grades was marginally significant ($F = 3.22$; $df = 1,107$ $p < .07$). Grades 4 and 6 differed significantly ($F = 3.79$ $p < .05$). The significant differences in gains between grades seems to be due largely to the fact that the fourth grade students decreased in reading value over

the experimental period. Why this was the case is unclear, although the decrease was unrelated to conference conditions.

It appears then that while the conferences resulted in an increase in the amount of independent reading, they did not significantly affect the difficulty level of the books read. At the same time, this information clearly shows that the significantly greater amount of independent reading was not attained by students selecting easier books.

Achievement. Table 4 contains the average grade-equivalent scores in reading achievement for the baseline and experimental periods for

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Insert Table 4 about here

Grade 2. Table 5 contains the achievement data for Grades 4 and 6.

Insert Table 5 about here

Scores for each grade are given separately for high- and low-achievement groups. The data for the teacher- and aide-conference groups were combined since these groups did not differ. Separate analyses were done for Grade 2 and Grades 4 and 6.

In none of the grades was there a significant difference in amount of gain in achievement between the conference and no-conference conditions. This lack of difference between conditions was true for both high- and low-achieving students. In Grade 2, as noted previously, the students classified as low achievers gained more in comprehension than those students classified as high achievers ($F = 7.32$; $df = 1,40$ $p < .01$). In Grades 4 and 6 there was no difference between high and low achievers in amount of achievement gain. Students in Grade 4 showed greater gains than those in Grade 6 ($F = 26.70$; $df = 1,58$ $p < .01$).

One comment about the achievement-gain scores is worth making here. The initially low-achievement students in all grades showed a remarkable amount of gain. Students in the second grade gained over a year in vocabulary and comprehension. Students in the fourth grade gained almost two years in achievement. The gain for the sixth-grade low achievers was practically a year. One usually does not expect this much growth from children initially below grade level, many of whom were classified as disadvantaged. Since the no-conference groups showed as much growth as the experimental groups, the gain cannot be attributed solely to the reading conferences. However, the increased emphasis on reading in general and the new reading materials in the classrooms may have contributed to gains in achievement in both groups.

Comparisons with ideal groups. Data were also gathered on the independent reading of students in each grade who had been eliminated from the sample because they already did a large amount of reading during the baseline period. It was of interest to find out how the students receiving conferences compared with these "ideal" students at the end of the experimental period. The comparisons were made separately for Grades 2, 4, and 6 as shown in Figure 1. In each analysis the low- and high-achievement students within the

Insert Figure 1 about here

conference condition were compared separately to the ideal group for that grade.

It may be observed that in Grade 2, during the baseline period of eight weeks, the ideal group read an average of 12.6 books, while students in the conference condition (data combined for aide and teacher groups) who were high achievers read 4.15; low achievers read 3.00 books in the same period. During the eight week experimental period the ideal

students read an average of 19.4 books; those students receiving conferences read 17.1 and 17.6 books in the high- and low-achievement groups, respectively. Thus, the conference students of both high and low achievement read significantly fewer books than the ideal group during the baseline period (F = 41.83 and 58.83 respectively; df = 1,43 $p < .01$). However, neither of these groups differed from the ideal group at the end of the experimental period. The low-achievement conference students showed significantly greater gains in number of books than did the ideal students (F = 6.01; df = 1,43 $p < .05$). The difference in gain scores for the high-achievement conference group and the ideal group did not reach significance.

Similar results were obtained in Grades 4 and 6 where the conferences almost eliminated differences in reading between the high achievers in the conference condition and the ideal group. At these grade levels, however, the conferences were not sufficient to bring the low achievers up to the level of reading done by the students in the ideal group. It should be remembered, of course, that the low-achieving students did increase their amount of independent reading over the low-achieving students in the no-conference group.

Discussion

The major finding of the present study was that the conferences were effective in increasing the amount of independent reading engaged in by children. Both conference conditions resulted in greater gains in number of books over the no-conference condition from the baseline to the experimental period. This finding was not qualified by either the age or achievement level of the children. Whether the conferences were

conducted by the child's homeroom teacher or an instructional aide made little difference in the effectiveness of the conferences in increasing reading. The finding concerning the relative effectiveness of teachers and aides in conducting conferences is of limited generality since only one instructional aide was employed. The conclusion, therefore, regarding teachers and aides must be considered tentative.

The differences in gains in number of books between the no-conference and conference conditions, while significant and substantial, were probably attenuated somewhat in this study. All children in Grades 2, 4, and 6 had access to the new and attractive books placed in each homeroom. The novelty of having the books available plus the attractiveness of the books surely introduced a motivating factor for the children in the no-conference condition as evidenced by their large gains from the baseline to experimental periods. It is likely that the motivation provided by the books would have declined when their novelty wore off. Thus, even larger differences between conference and no-conference conditions would be expected with a longer experimental period.

No differential gains in achievement were made by children in the conference conditions as compared to the no-conference children. Again, this may have been due to the relatively short time the conferences were in effect.

One of the encouraging results of the present study was the effectiveness of the conferences in raising at least some of the low readers up to the level of the children who were initially highly motivated to read. In the second grade even low-achieving students in the conference condition approached the level of the ideal group. Thus, not only were the children

reading more after the conferences but they were reading at a desired absolute level. This result also was obtained for the high-achieving conference students in Grades 2, 4, and 6. Unfortunately, the conferences did not bring the low achievers in Grades 4 and 6 up to the ideal group. However, at least these students made substantial gains in independent reading.

In conclusion, the present study demonstrated that a relatively simple and inexpensive procedure such as the individual adult-child conference is effective in increasing the independent reading of children. It is impossible to reach any conclusions about the relative contribution of any one component of the conference procedure to the obtained increases. It is probably the case that the individual attention, positive reinforcement, informative feedback, models of desired behaviors and the guidance in choices to which the children were exposed in the conferences all contributed in combination to increasing their motivation to engage in independent reading. It is highly probable that this procedure, the one-to-one adult-child conference in which motivational principles are systematically applied, can be utilized to increase children's motivation with respect to other areas of the school curriculum in which clearly defined objectives can be stated. Further research on this and other motivational procedures such as the use of older children as tutors for younger students and group goal-setting procedures will be reported later.

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Footnotes

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TABLE 1

Numbers of Students Assigned to Each Treatment Group Within Levels of Reading Achievement for Grades 2, 4, and 6

	Teacher Conference	Aide Conference	No Conference	Ideal Group
Grade 2 (N = 68)				
Low Achievement	10	9	7	Number of Ss in upper 1/3 of reading-value scores who were excluded from sample = 22
High Achievement	6	7	7	
Grade 4 (N = 58)				
Low Achievement	8	8	9	Ss in upper 1/3 of reading-value scores = 20
High Achievement	5	5	3	
Grade 6 (N = 49)				
Low Achievement	8	6	6	Ss in upper 1/3 of reading-value scores = 17
High Achievement	4	4	4	

TABLE 2

Mean Numbers of Books Read During the Baseline and Experimental Periods as a Function of Grade and Conference Condition*

Grade		Conference Condition: No-Conference	Teacher	Aide	Mean Gain
2	Baseline	3.36	3.88	3.06	
	Experimental	13.00	18.63	16.13	
	(Gain)	9.64	14.75	13.07	12.49
4	Baseline	3.75	3.85	3.77	
	Experimental	11.17	11.77	16.38	
	(Gain)	7.42	7.92	12.61	9.32
6	Baseline	4.00	3.75	3.40	
	Experimental	6.80	9.50	11.80	
	(Gain)	2.80	5.75	8.40	5.65
	Mean Gain	7.00	9.95	11.72	

*The standard deviations for the baseline, experimental and gain scores were estimated from the within-cell variances in the analyses of variance.
SD for baseline scores = 2.57
SD for experimental scores = 7.79
SD for gain scores = 7.94

TABLE 3

Mean Reading-Value Scores for the Baseline and Experimental Periods as a Function of Grade and Conference Condition*

Grade		Conference Condition: No-Conference	Teacher	Aide	Mean Gain
2	Baseline	1.71	1.75	1.62	
	Experimental	1.81	2.02	1.93	
	(Gain)	.10	.27	.31	.23
4	Baseline	1.82	1.92	1.88	
	Experimental	1.50	1.68	1.77	
	(Gain)	- .32	- .24	- .11	-.22
6	Baseline	1.63	1.47	1.33	
	Experimental	1.69	1.64	1.63	
	(Gain)	.06	.17	.30	.17
	Mean Gain	- .06	.08	.17	

*SD of baseline scores = .76
SD of experimental scores = .40
SD of gain scores = .79

TABLE 4

Mean Grade-Equivalent Scores in Reading Achievement* for the Baseline and Experimental Periods in Grade 2 as a Function of Conference Condition and Achievement Level

Achievement Level		Conference Condition			
		No-Conference		Conference	
		Vocabulary	Comprehension	Vocabulary	Comprehension
High	Baseline	2.0	2.6	2.2	2.3
	Experimental	2.9	2.8	3.3	2.6
	Gain	.9	.2	1.1	.3
Low	Baseline	1.3	1.4	1.5	1.4
	Experimental	2.3	2.5	2.5	2.5
	Gain	1.0	1.1	1.0	1.1

*Scores taken from Gates-MacGinitie Reading Tests, Grade 2, Primary B

TABLE 5

Mean Grade-Equivalent Scores in Reading Achievement* for the Baseline and Experimental Periods in Grades 4 and 6 as a Function of Conference Condition and Achievement Level

Grade	Achievement Level		Conference Condition: No-Conference	Conference
4	High	Baseline	4.3	4.5
		Experimental	6.1	5.6
		Gain	1.8	1.1
	Low	Baseline	2.2	2.2
		Experimental	4.0	4.2
		Gain	1.8	2.0
6	High	Baseline	7.4	7.2
		Experimental	7.6	7.8
		Gain	0.3	0.6
		Baseline	4.0	5.2
		Experimental	4.7	5.8
		Gain	0.7	0.6

*Scores taken from Iowa Test of Basic Skills - Reading Skills Section

Figure Caption

Fig. 1. Gains in books read by "ideal" readers and by low and high achievers receiving conferences.

Grade 2	Baseline	Ideal
	Experimental	Ideal
	Baseline	High Achiever
	Experimental	High Achiever
	Baseline	Low Achiever
	Experimental	Low Achiever
Grade 4	Baseline	Ideal
	Experimental	Ideal
	Baseline	High Achiever
	Experimental	High Achiever
	Baseline	Low Achiever
	Experimental	Low Achiever
Grade 6	Baseline	Ideal
	Experimental	Ideal
	Baseline	High Achiever
	Experimental	High Achiever
	Baseline	Low Achiever
	Experimental	Low Achiever